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## ABSTRACT

This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center (ACCC) of Oakland University (Michigan) during its 12th year of operation (September 1994-June 1995). The 12 sections of the report cover the following: (1) history of the development of the center; (2) mission; (3) description of the center; (4) description of the computer-assisted career guidance systems in use at the ACCC--DISCOVER for Colleges and Adults, SIGI PLUS (System of Interactive Guidance and Information Plus), Michigan Occupational Information System, Harris Selectory, and Resume Writer; (5) client demographic information; (6) analysis of client responses to ACCC exit forms; (7) typical case studies; (8) public relations; (9) inservice training; (10) coordination with practicum center; (11) research at ACCC; and (12) plans for improving services at the ACCC. Three appendixes include a report of the Pontiac Adult Career Counseling Center, a summary of auxiliary grant-supported services, and an overview of career counseling resources at Oakland University. According to the report, the ACCC has provided services for more than 9,000 adults during its 12 years of operation. A majority of those served were college graduates, about three-quarters were women, and many were in stages of life transitions. Most of those served rated the services as extremely helpful or very helpful. (KC)

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# ADULT CAREER COUNSELING CENTER

## TWELFTH ANNUAL REPORT

SEPTEMBER 1994 - JUNE 1995

Computer Assisted Career  
Guidance Systems  
and  
Career Counseling Services

Adult Career Counseling Center  
Dr. Luellen Ramey, *Co-Director*  
Dr. Howard Splete, *Co-Director*

### *Coordinators:*

Jacquelyn Gilroy  
Katherine Hoffman  
Jennifer Quayhackx  
Lisa Savage

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**ADULT CAREER COUNSELING CENTER**

**TWELFTH ANNUAL REPORT**

September 1994 - June 1995

Computer-Assisted Career Guidance Systems  
and  
Career Counseling Services

Oakland University  
Rochester, Michigan

Dr. Luellen Ramey  
Dr. Howard Splete  
Co-Directors, Adult Career Counseling Center

Edited by:  
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## ACKNOWLEDGMENTS

Administrators at Oakland University have been very supportive during the inception, development and continuing implementation of the computer-assisted career guidance services provided at the Adult Career Counseling Center. Special recognition is given to Interim President Gary Russi and Dean Mary Otto for their encouragement and support.

The Oakland University Adult Career Counseling Advisory Committee has been highly supportive in the development of the ACCC and its programs. Members of this committee during the past year were Roxanne Allen, Patrick Bennett, Marsha Boettger, Elyce Cron, William Headly, Judy Hoppin, Anne Jackson, Michael Long, Pamela Marin, Karen Pagenette, Robert Thomas, and Jean Williams. The committee's involvement and suggestions have been, and continue to be, most helpful.

The supportive efforts of the Counseling Department faculty and staff have greatly aided the ACCC program. We acknowledge the support of Dr. Robert Brown, Counseling Department Chair, and Jean Williams, Practicum Counseling Center Coordinator.

Excellent work was done by the ACCC counselors, Jacquelyn Gilroy, Katherine Hoffman, Jennifer Quayhackx, and Lisa Savage.

Additionally, thanks to the OTUS staff of the Oakland University Computer Center who provided continued support and technical assistance. We also acknowledge the excellent budget coordination provided by Vicki Hunt of the SEHS Dean's office.

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This report provides an overview of the continuing development and use of the computer-assisted career guidance systems at the Adult Career Counseling Center of Oakland University during its twelfth year of operation (September 1994 - June 1995).

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# **I. HISTORY OF THE DEVELOPMENT OF THE ADULT CAREER COUNSELING CENTER & COMPUTER-ASSISTED CAREER GUIDANCE PROGRAMS AT OAKLAND UNIVERSITY**

1994-1995 marked the twelfth year of service by the Adult Career Counseling Center. Over these twelve years, we have served more than 9,100 adults. The center has benefited greatly from the suggestions and support of Gerald Pine, former Dean of the School of Education and Human Services at Oakland University. His concept of the center as being a place for service, training, and research was transformed into our productive center.

The impetus for these programs of public service came from Oakland University's President, Joseph Champagne, in the spring of 1982. Financial support was provided by a portion of a state line item allocation for the broad purpose of promoting economic development and re-training unemployed workers in this geographic area.

Under the direction of Provost Keith Kleckner, a university-wide committee was established to review possible computer-assisted career guidance systems and related counseling programs that could be used to aid adults in this area. Upon recommendation of this committee, the university purchased five Discover II computer-assisted guidance systems and one SIGI (System of Interactive Guidance and Information) computer-assisted guidance system in the summer of 1982.

Two systems ( Discover II and SIGI) were assigned to the Office of Academic Advising and General Studies to aid adults of this geographic area who were looking for assistance in reviewing educational and training possibilities. Four Discover II systems were allocated to the School of Education and Human Services to be utilized by the Counseling Area and the Continuum Center in providing services to the adult population in this area.

During the fall of 1982, the committee members -- Tom Atkinson (Provost's Office), Elaine Chapman-Moore (Student Services), Robert Fink (Psychology Clinic), Jane Goodman (Continuum Center), Ronald Kevern (Placement Office), Pamela Marin (Office of the President), David Meyer (Human Resources and Development Area) and Howard Splete (Counseling Department, and Committee Chair) planned for the implementation of these programs and the coordination of career counseling and information services across the campus.

With the support of Gerald Pine, Dean of the School of Education and Human Services, the Adult Career Counseling Center (ACCC) was established in room 147 of O'Dowd Hall. After the first computers were programmed, in-service training was provided for 135 persons, including interested faculty, staff, and student assistants.

In 1985, a new computer-assisted guidance system, DISCOVER for Adult Learners, was added to meet the particular needs of adults in transition.

In 1986 a second DISCOVER for Adult Learners replaced our DISCOVER II system because its use was more appropriate for ACCC clients.

In 1987, a new software program, SIGI PLUS, was added to provide another approach to career exploration for ACCC clients. The SIGI program used at the Office of Academic Advising and General Studies was upgraded to the newer SIGI PLUS version. Also, a computer-assisted version of the Michigan Occupational Information System (MOIS) was obtained as an additional resource for ACCC clients seeking more local information.

In 1989, we added two new software resources -- OPTIM (Occupational Projections and Training Information for Michigan) and the Resume Kit.

During 1993-1994, we were able to relocate the ACCC from two large rooms to four private offices and a reception area to provide more efficient services and privacy for clients.

This past year, 1994-1995, we added two software resources -- Harris Selectory and Resume Writer, as well as additional written resources which focused on women. We also have continued our research efforts as indicated by the work done by Jennifer Quayhackx and Katherine Hoffman and described in the research section of the report.

Recommendations for ACCC improvement were provided by our staff and advisory board members and are located in section XII. These recommendations are listed on pg. 38.



## II. MISSION OF THE ADULT CAREER COUNSELING CENTER

Goals of the ACCC are to:

1. Provide career exploration and planning opportunities to community adults at no charge.
2. Train faculty, staff, and students in the use of career guidance practices for adults.
3. Support research efforts in promoting effective career guidance practices for adults.

Objectives and Activities to Carry Out These Goals:

Goal 1: To provide career exploration and planning opportunities to community adults at no charge.

<u>Objectives</u>	<u>Activities</u>
A. To aid clients in self analysis relating to their interests, values, abilities and experiences.	Use of DISCOVER and SIGI PLUS
B. To provide job information pertaining to careers of interest, such as salary ranges and job growth rates nationally and/or in Michigan.	Use of DISCOVER, SIGI PLUS, MOIS, and OOH.
C. To aid clients in the process of taking the next step -- including school or training program selection, resume preparation, honing interviewing skills, and informational interviewing.	Provision of individual counseling sessions.

Goal 2: To train faculty, staff, and students in the use of career guidance practices for adults.

Objectives

Activities

A. To train faculty and staff

Through periodic in-service sessions.

B. To train students

Through experiential assignments in CNS 640 & 664 Graduate Counseling classes.

C. To train area counselors

Through in-service sessions.

Goal 3: To support research efforts for a better understanding of the career developmental sphere, ultimately promoting better career guidance.

Objectives

Activities

A. To support Masters level research activities.

ACCC counselors conduct research at the center. CNS 560 and 660 projects are executed.

B. To support Doctoral research activities

Provide facilities and support to research.

### III. DESCRIPTION OF THE ADULT CAREER COUNSELING CENTER

#### A. Services Provided

The Adult Career Counseling Center (ACCC) provides services for adults who are seeking guidance in reviewing their career possibilities. The ACCC provides career information, counseling, advice in resume preparation and interviewing skills, and referral information at no charge. Four graduate assistants, students in the Oakland University Master of Arts in Counseling Program, facilitate the ACCC services.

Two career guidance programs -- DISCOVER for Colleges and Adults and SIGI PLUS -- are available on micro-computers at the ACCC. These systems aid adults in learning how their interests, abilities, life experiences and work-related values are related to possible occupations and/or educational and training opportunities. The Michigan Occupational Information System (MOIS) is also available on micro-computer for clients seeking specific Michigan career information.

Additional appointments can be made with counselors through the Practicum Counseling Center by clients desiring more in-depth career or personal counseling. Referral information about other career counseling and training programs is also available.

Clients have access to printed resources at the ACCC, including course catalogs from educational institutions in Michigan, career information books (i.e., Dictionary of Occupational Titles) and a wide range of practical books concerning the processes involved in the career search, such as What Color is Your Parachute?, The Damn Good Resume Guide, Re-careering At Mid-life, and Job Choices. (A complete list of our 400 resources is available in the Center.)

#### B. Counseling Process

The process used at the ACCC is as follows:

1. ACCC clients schedule two, two-hour appointments.
2. First the counselor gathers background data and conducts an intake interview to establish the client's purpose for using the center.
3. After clients are provided with an overview of the computer programs, they may use DISCOVER for Colleges and Adults, SIGI PLUS and/or MOIS. depending on their specific needs.
4. Assistance and explanation of computer results are provided by the coordinators.
5. At the completion of the client's second visit, the counselor conducts a short exit interview to help clients formulate their next step. Additional appointments may be scheduled for computer use, assessments, or resume preparation as appropriate. Referrals may be made to the Practicum Counseling Center or other university and community resources depending on the specific needs of the client.

#### **IV. DESCRIPTION OF THE COMPUTER-ASSISTED CAREER GUIDANCE SYSTEMS**

##### **A. DISCOVER for Colleges and Adults**

The Adult Career Counseling Center offered the 1994 version of DISCOVER for Colleges and Adults, a computer-based career planning and information system. This system is a carefully designed career planning program that provides clients with information about themselves, occupations, schools and programs of study to aid in mature decision-making. Clients benefit most when using DISCOVER for Colleges and Adults in conjunction with counselor assistance.

There are two ways to use DISCOVER for Colleges and Adults: the "information only" approach or the "guidance plus information" approach. The "guidance plus information" approach is a comprehensive, integrated career planning process that can be learned and used many times in one's lifetime, while the "information only" approach allows the client to bypass the guidance features of the program and quickly obtain specific information about occupations or educational programs. With the "guidance plus" approach, a "user record" is created as the client progresses through the nine modules. A paper copy of the text on the computer screen can be printed at any time. The nine "guidance plus" modules are described below:

##### **Module 1: BEGINNING THE CAREER JOURNEY**

- Begin exploration
- Determine knowledge of career planning process
- Receive suggestions on which modules to use

##### **Module 2: LEARNING ABOUT THE WORLD OF WORK**

- Explore the World-of-work map featuring 13,000 occupations
- Browse programs of study and occupations by categories

##### **Module 3: LEARNING ABOUT YOURSELF**

- Increase self-understanding by completing inventories of interests, abilities, experiences and values

#### **Module 4: FINDING OCCUPATIONS**

- Choose a realistic educational level
- Get a list of occupations by completing inventory (s)
- Get a list by choosing from eight job characteristics
- Ask about specific occupations not listed on prior lists

#### **Module 5: LEARNING ABOUT OCCUPATIONS**

- Choose occupations to review
- Have computer shorten occupational list
- Get detailed information on 10-15 topics concerning each job

#### **Module 6: MAKING EDUCATIONAL CHOICES**

- Identify paths of training
- Identify programs of study

#### **Module 7: PLANNING NEXT STEPS**

- Find detailed information about vocational schools, two and four year colleges, graduate schools and military programs
- Identify sources of financial aid
- Learn job seeking skills: create a resume, cover letter and job application

#### **Module 8: PLANNING YOUR CAREER**

- Look at present life roles
- Decide how these life roles may change in the future
- Plan action steps toward your future career

#### **Module 9: MAKING TRANSITIONS**

- Understand the nature and impact of transitions
- Learn to weather a transition with minimal stress

## **B. SYSTEM OF INTERACTIVE GUIDANCE AND INFORMATION PLUS** **(SIGI PLUS)**

SIGI PLUS is an advanced career guidance system, which covers major aspects of career decision-making and planning. It is a system composed of eight separate but interrelated sections. In the 1994 version, a "user record" was included and job outlook information was updated for all occupations. The program contains the following sections:

### **1. SELF-ASSESSMENT: FIND OUT MORE ABOUT YOURSELF**

- Look at work-related VALUES and decide what is most important for you
- Choose the main INTEREST field you want to use at work
- Look at various ACTIVITIES and decide which ones you like and can do well

### **2. SEARCH: MAKE A LIST OF OCCUPATIONS TO EXPLORE**

- Choose features you want in your work
- Choose features you want to avoid in your work
- Generate a list of occupations

### **3. INFORMATION: GET FACTS ON OCCUPATIONS**

- Ask specific questions about occupations, including:
  - What skills each occupation requires
  - Possibilities for advancement in the field
  - The income potential
  - The national employment outlook in the field
  - Educational requirements

### **4. SKILLS: SEE WHAT SKILLS EACH OCCUPATION DEMANDS**

- See which specific skills are required
- Rate yourself on these skills
- See how job skills are applied in chosen fields

### **5. PREPARING: SEE HOW TO PREPARE FOR EACH OCCUPATION**

- See typical paths to any occupation
- See typical training or education needed
- Consider four important factors related to preparing
- Estimate your likelihood of completing preparation

## 6. COPING: GET HELP WITH PRACTICAL PROBLEMS

- Explore if you can do what is required
- Get suggestions about how to handle worries common to adults

## 7. DECIDING: DECIDE WHICH OCCUPATION IS YOUR BEST CHOICE

- Ask questions about three occupations at a time.
  - What are the rewards?
  - What are my chances?

## 8. NEXT STEPS: MAKE PLANS TO GET YOURSELF STARTED

- Start moving toward your career goals by planning short term strategies such as
  - Getting more education or training
  - Developing new skills
  - Overcoming obstacles

### C. MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS)

MOIS is an up-to-date and easy-to-use system of occupational and educational information specifically for the state of Michigan.

#### Individuals who may benefit from MOIS include

- Those wanting detailed information on occupations and training in Michigan
- Persons undecided about their future
- Homemakers re-entering the work force

#### Using MOIS:

1. Clients with a specific occupation in mind are directed to the individual "MOISCRIPTS" or job descriptions. MOISCRIPTS are specific for the state of Michigan and cover the following:
  - Specific Job duties
  - Working conditions
  - Methods of occupational entry
  - Salaries and wages
  - Employment outlook and educational facilities by geographical region
  - Educational requirements
  - Tips for finding more information

Information is also provided on EDUCATION and TRAINING that may be needed for the occupations selected.

2. A MOIS STRUCTURED SEARCH is also available. The search option will suggest occupations to undecided clients based on seven search areas:

- Interests
- Areas of work
- Physical strengths
- Physical capabilities
- Working conditions
- Education
- Temperament

The system evaluates client input and provides a list of job titles. Clients may explore the MOISCRIPTS for the occupations in which they are most interested.

#### D. HARRIS SELECTORY

The ACCC added the 1994 version of Harris SELECTORY - the Manufacturers Directory on Disc, to its resources in the fall of 1994. The directory combines Harris Publishing's database of company information with Knowledge Access International's KAwareF Retrieval System. The Michigan database is used by ACCC counselors in helping clients search for companies where they might conduct informational interviews. The directory allows clients to search for firms through the following fields:

- |                           |   |
|---------------------------|---|
| -Area Code                | -Product Keyword                          |
| -City                     | -Standard Industrial Classification codes |
| -Company Name             | -Sales Revenue                            |
| -Division                 | -State                                    |
| -County                   | -Year Established                         |
| -Headquarters Information | -Zip Code                                 |
| -Import/Export            | -User Added Data Fields                   |
| -Number of Employees      |   |
| -Ownership                |   |



#### E. RESUME WRITER

The Adult Career Counseling Center added the 1994 version of Expert Resume Writer, an electronic resume building program, to its computerized resources in October. The program contains 12 different programmed resume formats, 100 different sample resumes, customizable cover letters and a complete Windows word processor. Expert Resume Writer allows clients to view and customize sample resumes that come with the program. It also assists clients in drafting standard response and follow-up letters through the "customer cover letters" feature.

To create a resume, clients simply choose a resume style from the selection of formats and enter in their information through easy-to-use dialogue boxes. As they finish entering information, they are able to view the updated, formatted resume and print it. The program also gives clients the opportunity to work on more than one resume format or cover letter by switching from window to window. Clients using the program can also convert one resume format to another without having to re-enter their information.

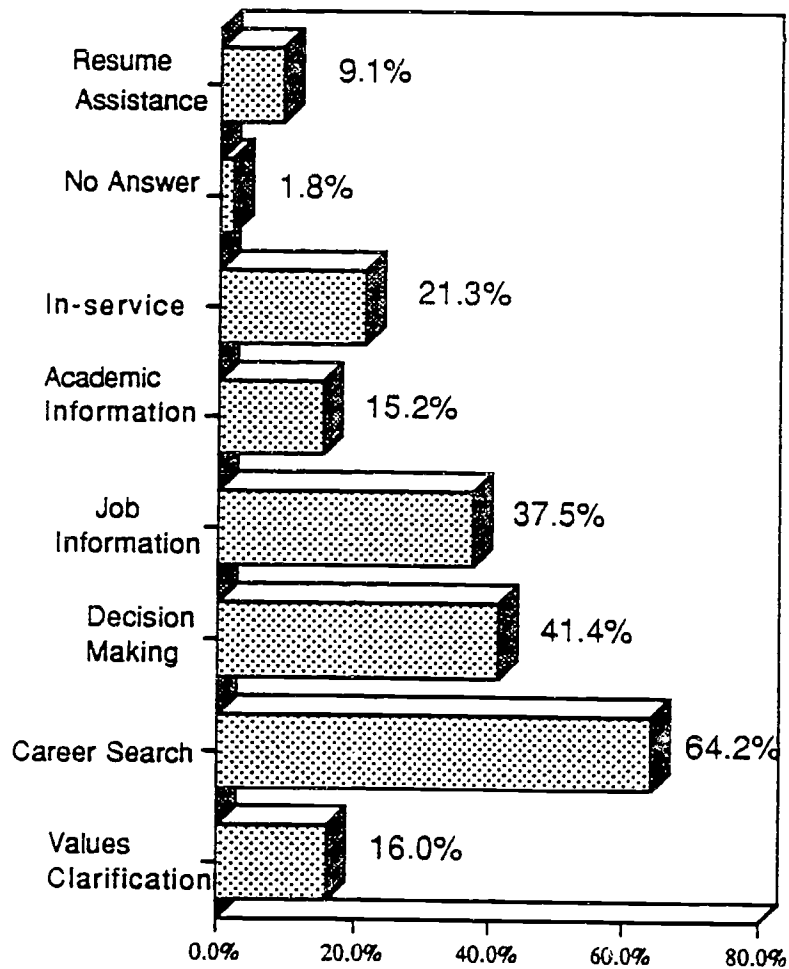
## V. CLIENT DEMOGRAPHICS

All new clients at the ACCC are asked to fill out a user questionnaire at the beginning of their first appointment. This questionnaire provides the counselor with a base from which to begin an intake interview and provides the Center demographic information about the client population. This demographic information is summarized and updated on a monthly basis between September and June.

Demographic information is tracked and calculated separately for males and females. However, for the purposes of this report, only the total figures will be provided on the following graphs. Separate information for both genders is available in the Center. The following graphs provide a percentage breakdown of the client population by: purpose for using the system, number of visits, referral source, gender, age, ethnic background, geographic distribution, education level, employment status, marital status, and personal and household annual income. Percentages that total above 100% indicate that clients gave more than one response to that particular question.

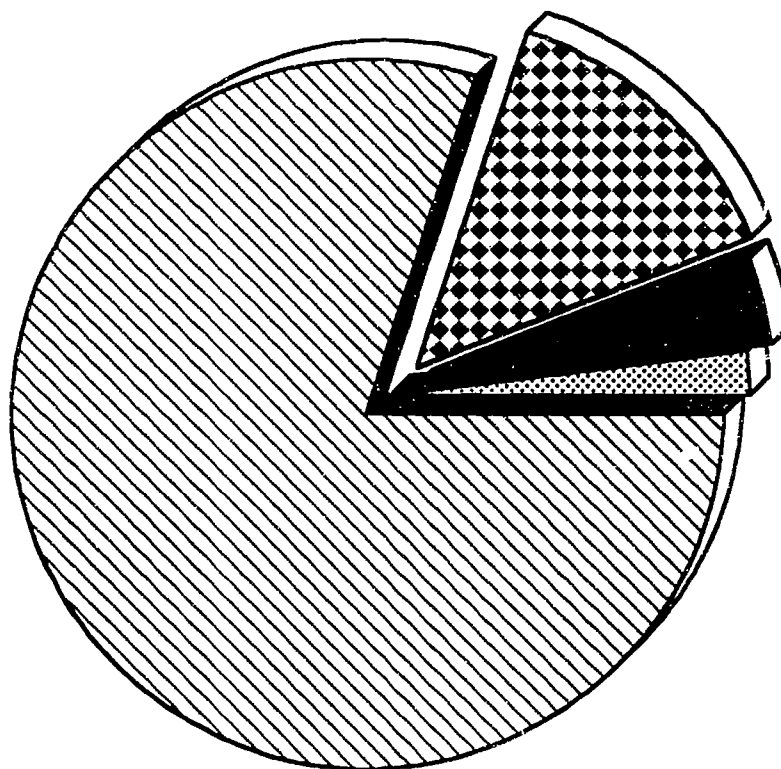
# PURPOSE FOR USING THE CENTER

by percentage



# NUMBER OF VISITS

by percentage

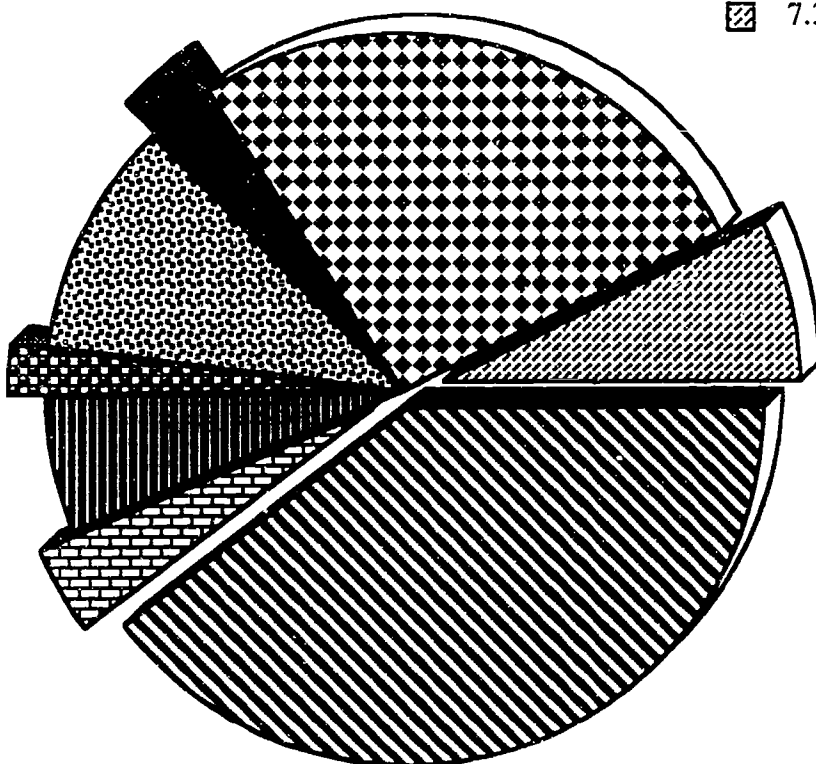


- 80.0% One Visit
- 14.0% Two Visits
- 4.0% Three Visits
- 2.0% Four or more Visits

# REFERRAL SOURCE

by percentage

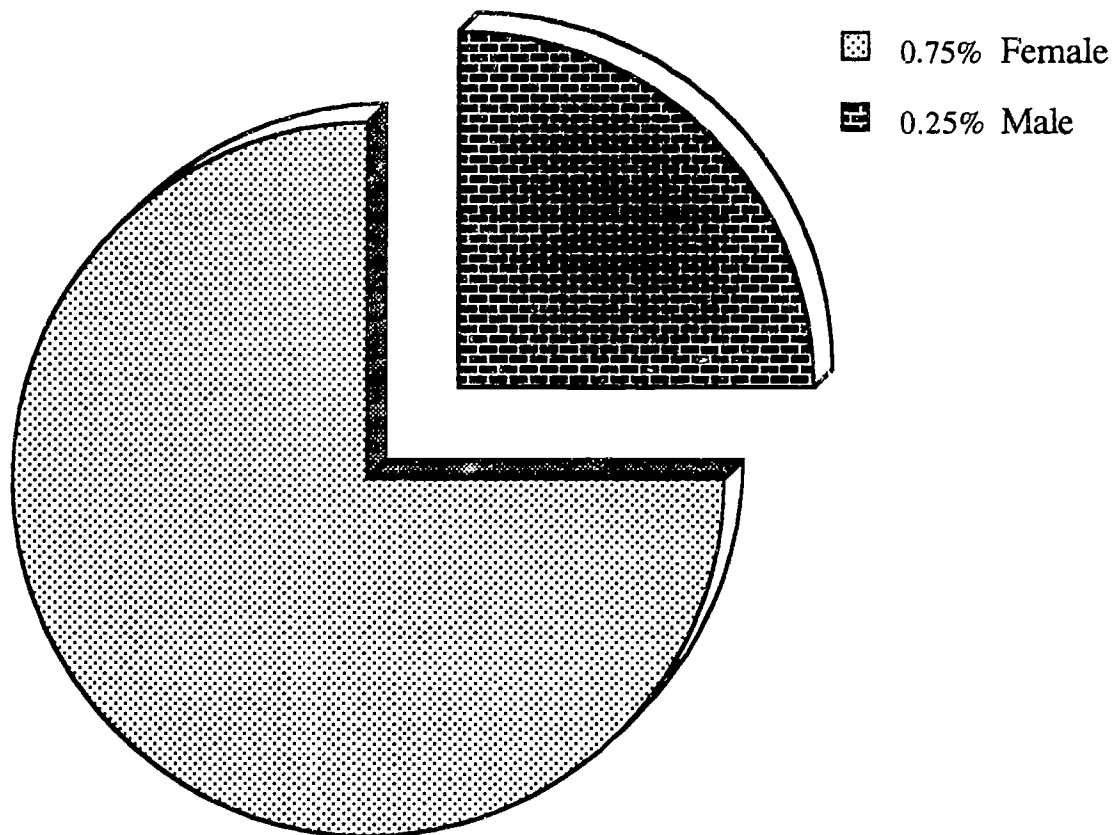
- 39.6% Friend/Relative
- 4.0% Academic Advising
- 6.1% Advertisement
- 2.3% Continuum Center
- 10.6% Practicum
- 3.0% Admissions Office
- 0.0% HRD
- 0.2% Placement Office
- 26.9% Other
- 7.3% No Answer



15

# GENDER OF CLIENTS

by percentage

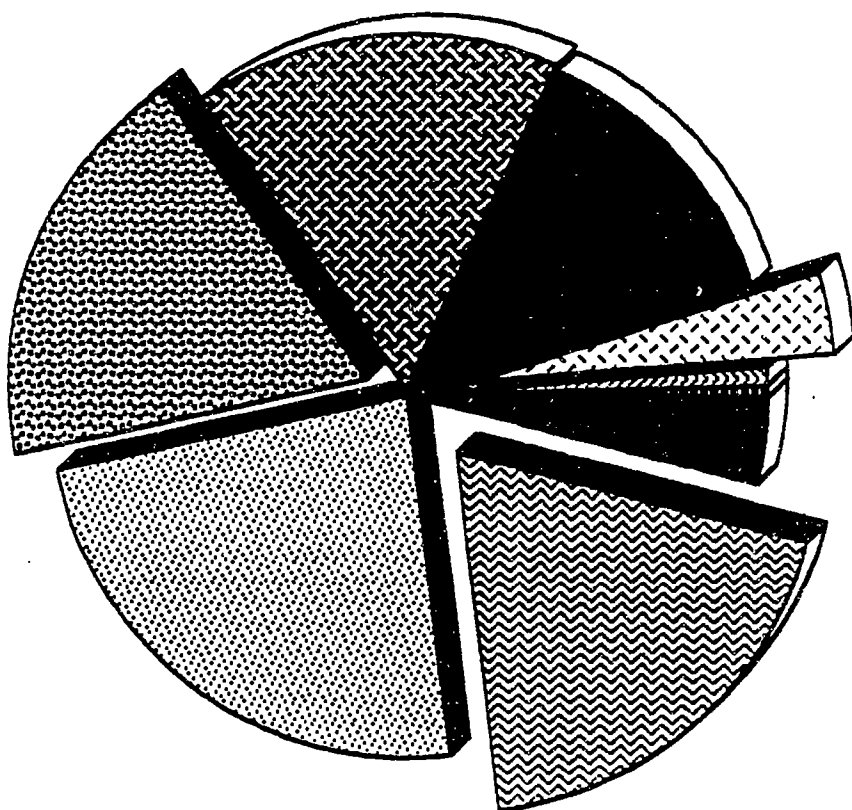


# CLIENT AGE

by percentage

## AGE RANGES

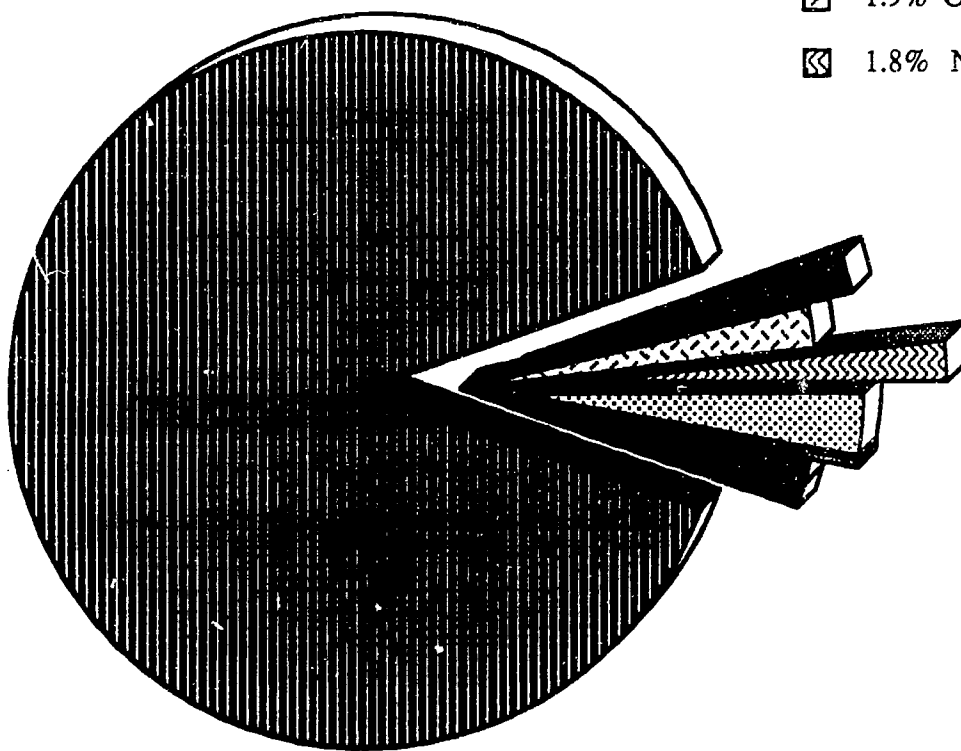
- 3.8% 14 to 19
- ▨ 19.1% 20 to 25
- ▩ 23.8% 26 to 31
- ▧ 18.5% 32 to 37
- ▦ 16.5% 38 to 43
- 13.4% 44 to 49
- ▤ 3.6% 50 to 55
- ▣ 0.8% 56 plus
- ▢ 0.5% No Answer



# CLIENT ETHNIC BACKGROUND

by percentage

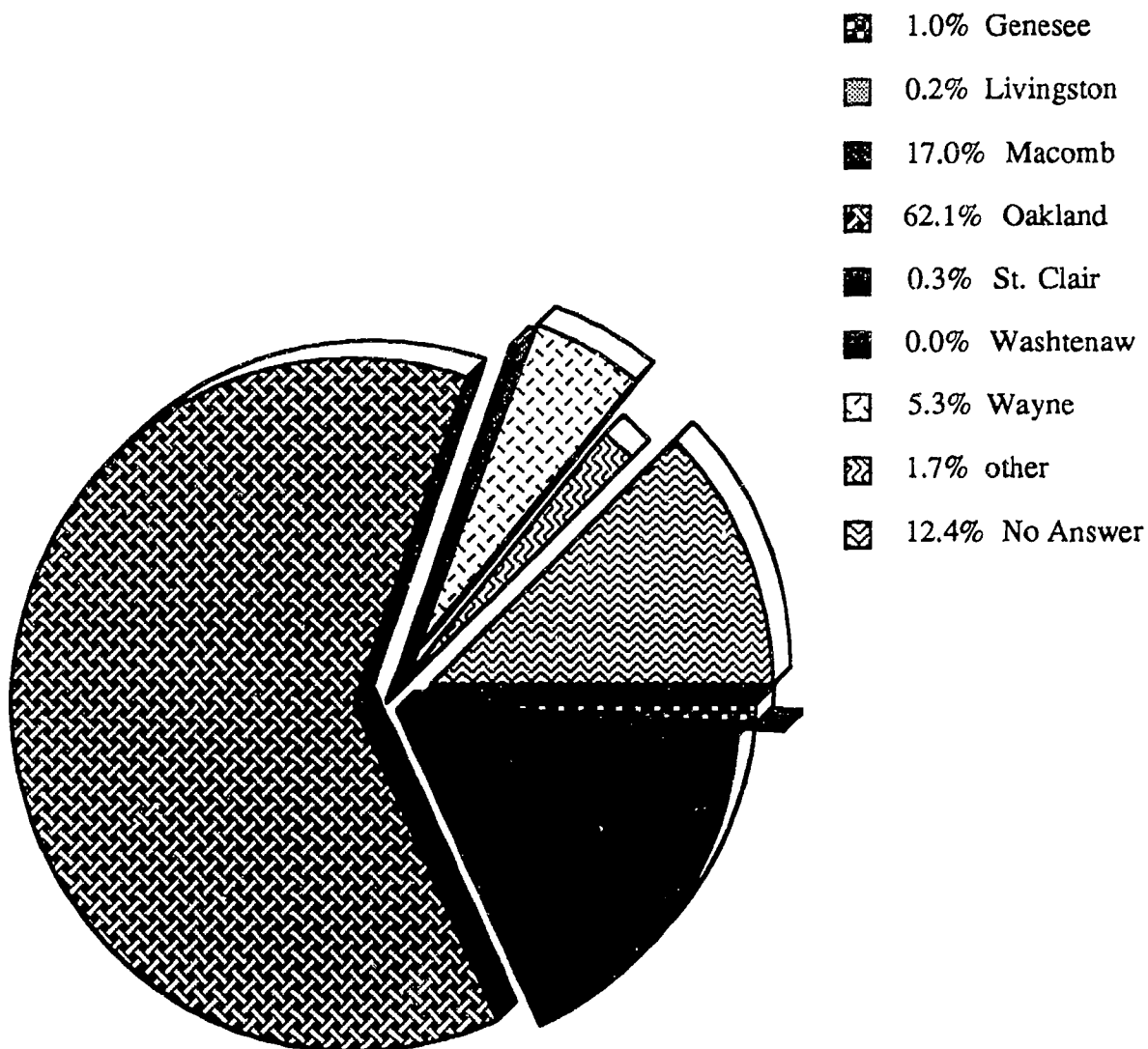
- 2.8% African-American
- 0.3% American Indian
- 1.2% Arabic
- 1.2% Asian
- 89.2% Caucasian
- 1.6% Hispanic
- 1.9% Other
- 1.8% No Answer





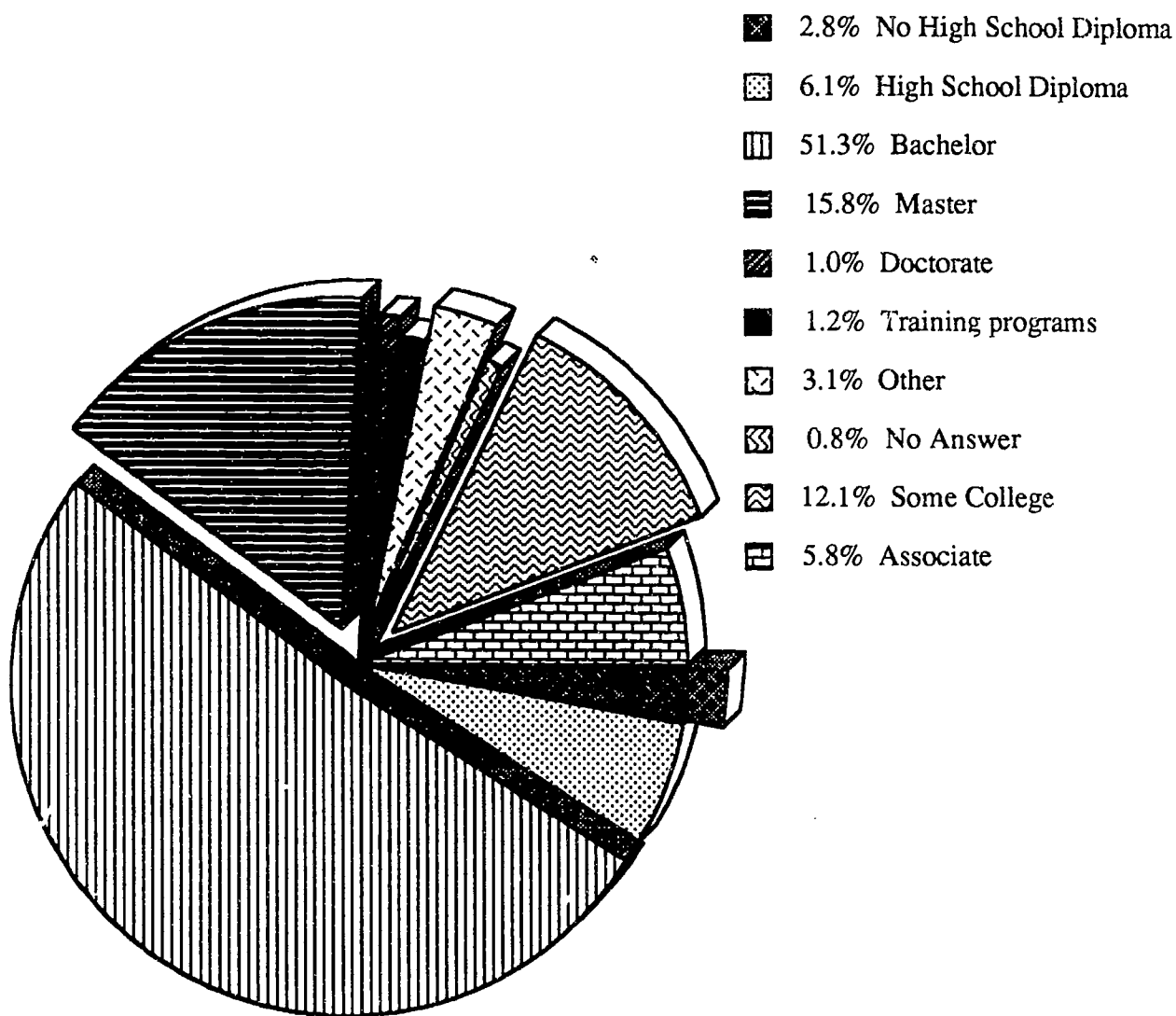
# GEOGRAPHIC DISTRIBUTION OF CLIENTS BY COUNTY

by percentage



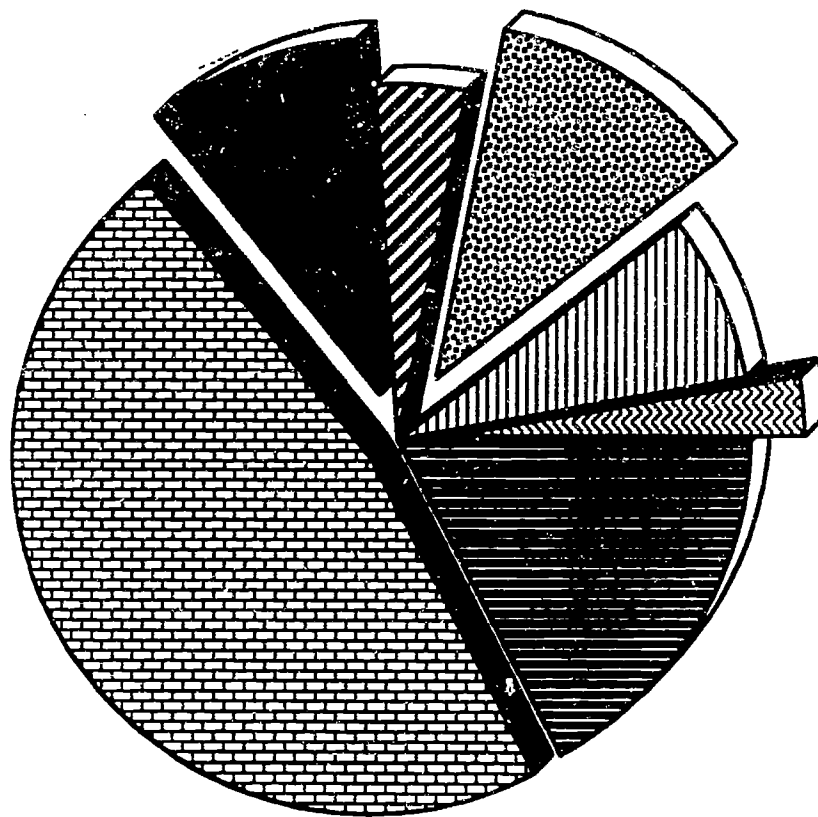
# EDUCATION LEVEL

by percentage



# EMPLOYMENT STATUS OF CLIENTS

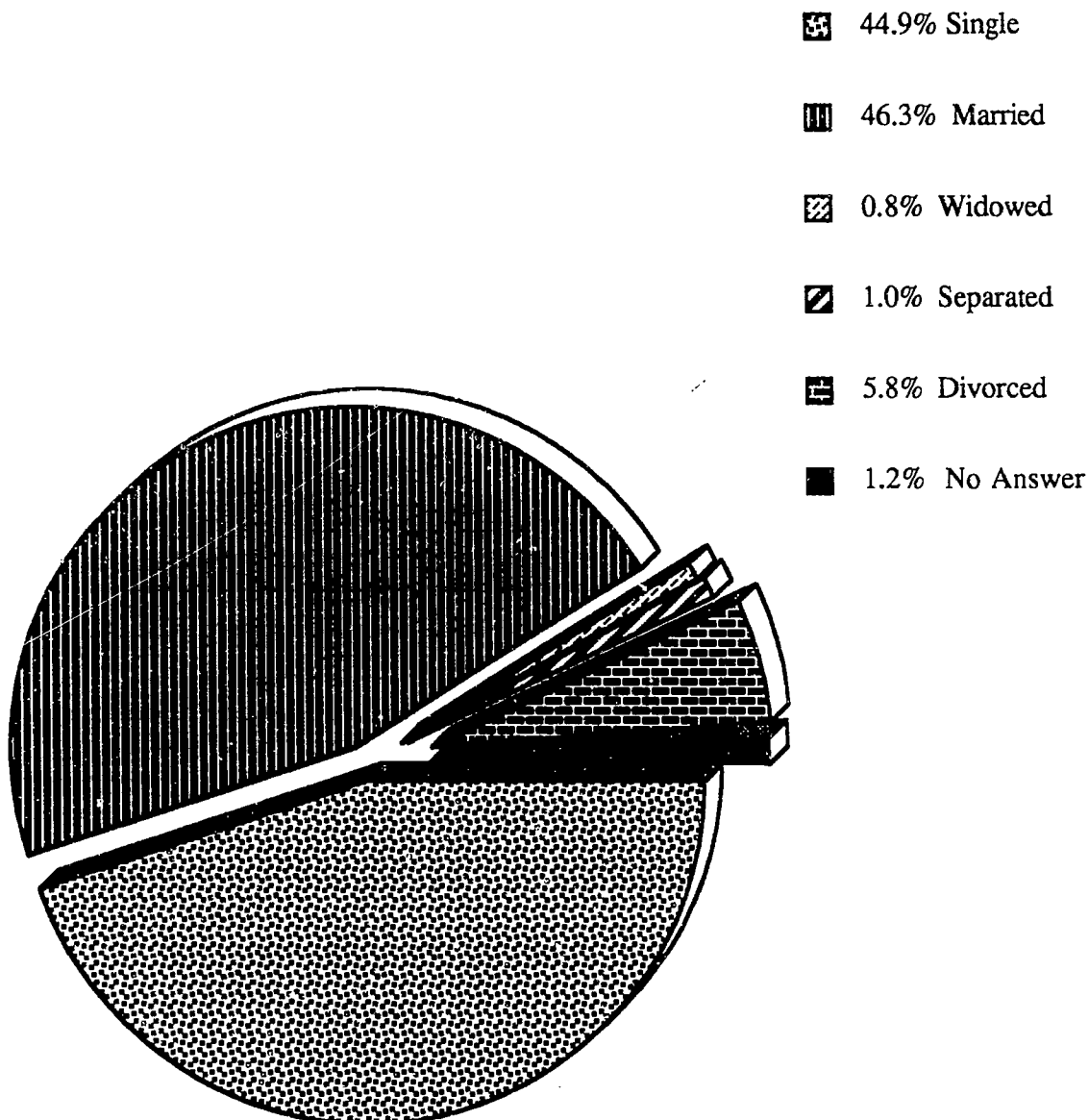
by percentage



- 17.3% Part-time
- 46.9% Full-time
- 9.7% Unemployed
- 4.1% Self-Employed
- 11.6% Student
- 7.6% Homemaker
- 0.2% Retired
- 2.6% No Answer

# MARITAL STATUS OF CLIENTS

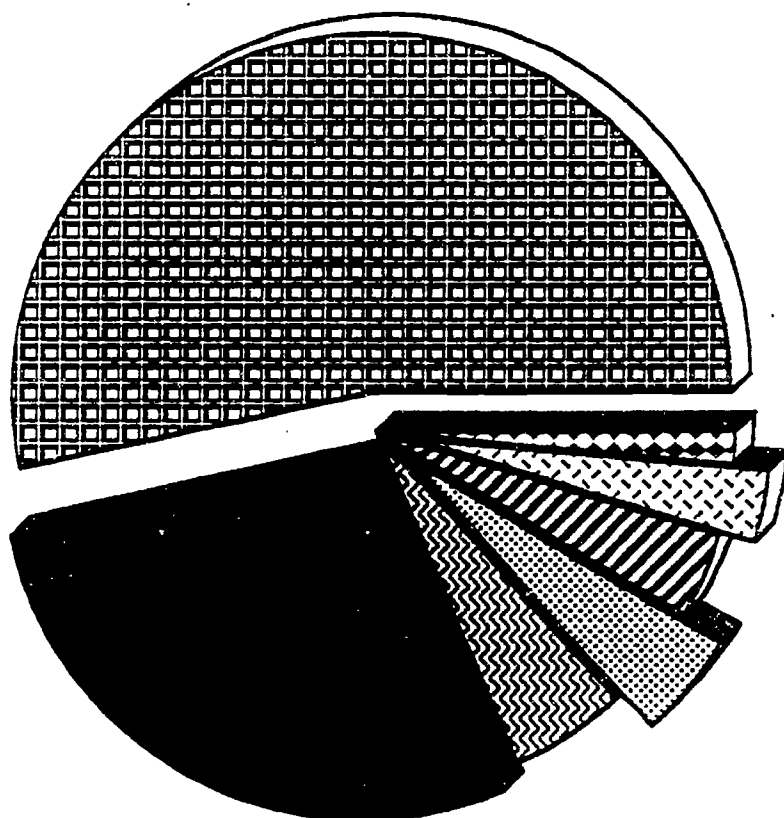
by percentage



# HOUSEHOLD YEARLY INCOME

by percentage

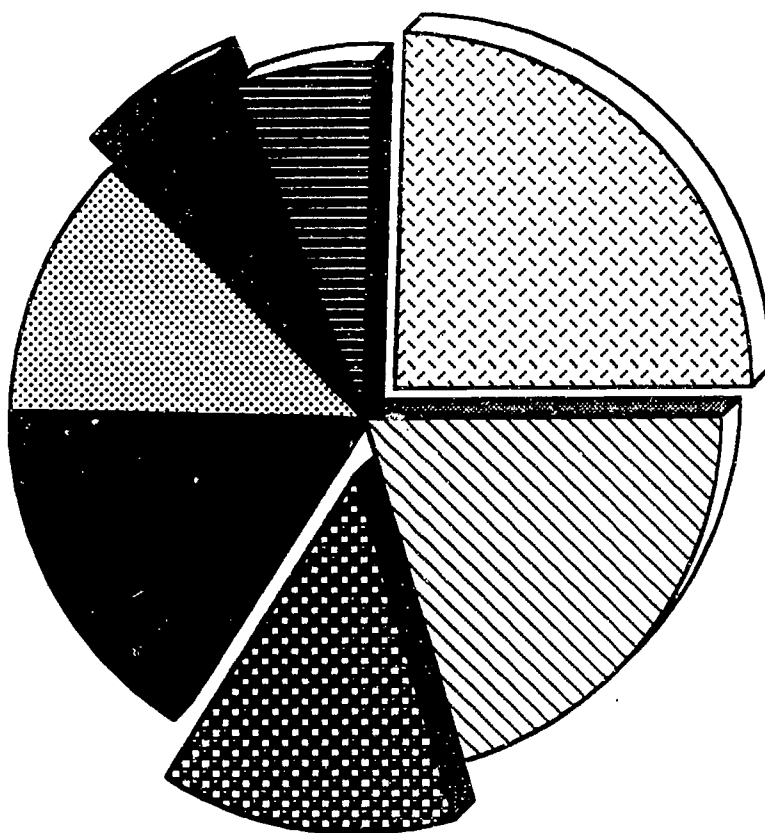
- 1.5% Below \$10,000
- 3.1% \$10,000 - \$20,000
- 3.8% \$21,000 - \$30,000
- 4.8% \$31,000 - \$40,000
- 5.3% \$41,000 - \$50,000
- 28.0% \$50,000 plus
- 53.5% No Answer



# PERSONAL YEARLY INCOME

by percentage

- 20.6% Below \$10,000
- 13.5% \$10,000 - \$20,000
- 16.3% \$21,000 - \$30,000
- 11.9% \$31,000 - \$40,000
- 6.8% \$41,000 - \$50,000
- 6.4% \$50,000 plus
- 24.5% No Answer



## **VI. ANALYSIS OF CLIENTS' RESPONSES TO ACCC**

This analysis is based on our clients' responses to our exit form given to them each time after using our center. This gives us a chance to explore how our clients view the quality of our services, center, and staff, as well as insight into how we can improve our center strategies and career counseling strategies. The following information is based on completed exit forms from September 1994 to June 1995.

1. 61% of the respondents found the computer information to be **EXTREMELY HELPFUL**, 38% of the respondents found it to be **HELPFUL**, and 1% said it was **SOMEWHAT HELPFUL**
2. 67% of the respondents rated the advice/ guidance obtained from the coordinator/counselor to be **EXTREMELY HELPFUL**, 28% said it was **HELPFUL**, and 1% said it was **SOMEWHAT HELPFUL**, and the remaining 4% did not respond.

The form also asked what next steps clients planned to take after visiting the ACCC. The **NEXT STEPS** clients planned to take most frequently were:

1. Talk further with a counselor
2. Get further education/training
3. Do more work on the computer
4. Write for more information
5. Write / Update resume
6. Do research about companies

Clients' input for suggestions for improvement at the ACCC were most frequently:

1. Have a job placement program
2. Have more occupation-specific resources

## VII. TYPICAL CASE STUDIES

Of this year's 606 clients provided with aid, we chose the following case scenarios to provide a more personalized view of our services.

A. The client was a 40-year-old woman with minimal work experience due to staying at home with children. She had some college credits but now had decided she would like to obtain further education or training. She felt she was in a good position to go back to school, but was unsure about her options in the world of work. She found Discover to be very beneficial. She explored and narrowed her occupations down to three and planned on exploring further the educational opportunities in the area.

B. The client was in his late thirties and had previously held positions in sales. He was having some severe value conflicts in his current position involving his responsibility to influence others. Through the use of Discover, it was clear that the client enjoyed working with numbers. He explored several fields in finance, through both research and informational interviewing, and decided to pursue a career in accounting. He decided to get an advanced accounting degree. We used the search approach in Discover to find a school close to home with his program.

C. A woman with a degree in elementary education had worked at home and raised her children for several years. She was recently divorced and felt afraid that she had to support herself for the first time in her life. She considered herself as "old" and "having no skills". We reframed these perceptions and pointed out how she indeed had several skills in working with details, clerical tasks and computers. Throughout this process we discussed how a clerical job would be wise for her to initially support herself. We did some resume and networking work and helped her form a long range goal. Since she did not want to go back to school for more than two years, liked detail and routine work and had an interest in the medical field, a medical records technician position appealed to her. We gathered information on this occupation, and after having an informational interview she enrolled in a community college in that program.

D. A woman in her forties, who had just graduated from Oakland University with a degree in journalism, was not sure what occupation she wanted to pursue with her degree. Her feedback from Discover suggested that she was very artistic and creative. She explored career opportunities in these areas with the counselor. She then narrowed down her choices to three possibilities to explore: newspaper journalist, free-lance writer and novelist. She also explored some jobs that she could do on the side, such as art restoration and sculpting. She explored these positions further using information from MOIS. She was given additional worksheets provided by the counselor to further narrow down her options. She was then referred to the Oakland University Placement Center for further job search assistance.



## VIII. PUBLIC RELATIONS

### A. Highly Favorable Referral Rate Within the Community

The most rewarding aspect of public relations continues to be recommendations made from satisfied clients. This client referral system fits perfectly with the mission of the ACCC which is to provide voluntary career guidance for adults of southeastern Michigan.

### B. Press Releases

Jim Llewellyn, Senior Editor and News Director for University Relations, sent out a number of press releases to local newspapers, radio stations and television networks. These releases generated a healthy number of clients throughout the year.

In addition, the information provided by the Oakland Press and its reporter, Diana Dillaber-Murray, about the ACCC and PACCC and their services informed potential clients about these Oakland University services.

Information was also distributed to various TV cable companies in the tri-county area and was listed on the Oakland University TV Bulletin Board.

### C. Projects

1. Again this year the ACCC hosted its annual open house as part of November's National Career Development month. Several university personnel and interested community members attended. TCI Cable of Lake Orion also attended and aired an interview with Katherine Hoffman concerning our services on November 21, 1994.
2. Information about the ACCC and its services as well as computer printouts were sent to interested persons nationwide.
3. On October 12, 1994, Carolyn Bates from Avondale Employment Service spoke at the ACCC staff meeting about her work with adults and youth and the JTPA program.
4. On February 7, 1995, Roxanne Allen, a supervisor at the Career Testing and Counseling Center at Graham Health Center, spoke at the ACCC staff meeting concerning tips on counseling women and understanding their specific career development needs. Some of her topics included: working mothers, networking for women, employment ability and self-esteem
5. On April 29, 1995, Jacquelyn Gilroy gave a tour and an overview and demonstration of Discover and SIGI PLUS to the Career Development Facilitator Class at Oakland University.

6. On June 1, 1995, Katherine Hoffman and Lisa Savage hosted a booth for the ACCC at a Job Fair at the Palace of Auburn Hills where they gave information about ACCC and PACCC services to job hunters
7. On March 28, 1995, the ACCC hosted 12 Turkish employment services staff members and two interpreters. Oakland University was one of several Midwestern sites visited by the group on their United States study tour of career development and employment services. Their tour of our center was conducted in order to provide them with knowledge and hands-on use of systems that will serve them as a model for the development of similar systems in Turkey.

The visit to the ACCC consisted of a tour, an explanation and example of client intake, and an overview and demonstration of the computer assisted career guidance systems DISCOVER for Adults, the System of Interactive Guidance and Information (SIGI PLUS) and the Michigan Occupational Information System (MOIS) which are used at the center. The visitors were also given a chance to witness the effectiveness of the programs first-hand as each person's interests, abilities, experiences and job-related values were used to give each of them specific occupational information. The experience at the ACCC proved to be very beneficial to our Turkish visitors. (See 28A)

#### D. Conferences

The ACCC was represented by our director, Howard Splete, at the ACA conference in Denver in April. In addition, the entire staff attended the Michigan Career Development Association Conference in April at the Holiday Inn in Lansing. Here, Katherine Hoffman and Jennifer Quayhackx presented a conference program which described their ACCC research project.

K R A  
Corporation

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May 18, 1995

Ms. Lu-Ellen Ramey  
Coordinator  
Adult Career Counseling Center  
Oakland University  
Rochester, Michigan 48306

Dear Ms. Ramey:

On behalf of KRA Corporation, the Bureau of International Labor Affairs of the U.S. Department of Labor, the German *Bundesanstalt für Arbeit* (BA—Federal Institute of Labor), and the Employment and Counseling Services Project of the Republic of Turkey's *İş ve İşçi Bulma Kurumu* (IIBK—Turkish Employment Organization), I would like to thank you for your assistance during the recent study tour.

All of the visitors returned to Ankara safely with many fond memories of their trip to the United States and Canada. Because so many of the Turkish participants had limited experience in employment services, this exposure to American and Canadian systems is proving to be of inestimable assistance to them as they develop recommendations on the structure of a redesigned system to be implemented in Turkey. The project staff and consultants in Turkey report a marked improvement in the depth of understanding that the returning participants exhibit. The quality of their final systems recommendations will be significantly more informed and relevant to their needs as a result of their experience.

Because of your presentations on SIGI and DISCOVER, the interpreters were already familiar with the programs when the Counseling Team recently needed to discuss them, which made the translations much more accurate. The punch and cookies were delicious. Everyone in your department worked hard that day. Please thank your staff. The group learned a great deal and was proud and pleased with the individual profiles you scored for them. That was a great idea. I know they will include some of the information in the Turkish plan.

I appreciated the expertise and information you shared so generously with the Turkish and German representatives. We thank you especially for the very important contribution of your time and effort in ensuring the success of this endeavor. Turkish people are warm and friendly, and, by your hospitality, you left an indelible impression on them about the graciousness and openness of Americans and Canadians. Thank you again for your help.

Sincerely,

*Margaret Davis*

Margaret Davis  
Employment Services Consultant  
Turkish Employment and Counseling Services Project  
KRA Corporation

## **IX. IN-SERVICE TRAINING**

This year the ACCC provided a number of in-service programs in addition to providing service to community adults. Students and members of the community were given opportunities to become familiar with the computer-assisted career guidance programs and other resources at the ACCC.

The following classes sent students for in-servicing at the ACCC during the 1994-95 academic year:

1. Graduate Counseling Class in Careers, CNS 640.
2. Graduate Practicum Counseling Class, CNS 664.
3. Undergraduate Career Development Class, HRD 364.
4. Graduate Advanced Career Counseling, CNS 675.

Overall, the ACCC was able to in-service 226 people from September 1994 through June 1995.

### **Additional in-services included:**

- |  |                             |
|--|-----------------------------|
| 1. Carolyn Bates                           | Avondale Employment Service |
| 2. Debra Novitke                           | Diversey Corporation        |
| 3. Margaret Davis                          | KRA Corporation             |
| 4. Twelve Turkish Employment Staff Members |                             |

## **X. COORDINATION WITH PRACTICUM COUNSELING CENTER**

The coordination and reciprocal cooperation between the Practicum Counseling Center (PCC) and the Adult Career Counseling Center (ACCC) has continued now for several years. The pairing has proved to be mutually beneficial. Clients who utilize the computer assisted career counseling at the ACCC and request further career exploration are given an option to continue by working with a PCC counselor. Typically, the client will continue for three to five sessions during which several assessments designed to aid in career discernment are administered and interpreted. These might include the Strong Interest Inventory, the Campbell Interest and Skills Survey, the Myers-Briggs Type Indicator, The Temperament and Values Inventory or The Career Assessment Inventory. In the course of the past year, some ACCC clients have chosen this option to continue counseling as clients in the PCC.

The more frequent route of clients through the two centers, however, is more heavily weighted in the opposite direction. Clients who come to the PCC seeking help with career planning are routinely cycled through the ACCC for exploration on one of the computer assisted career packages. The PCC counselor assists a client during the on-line work, acting as a coach and sounding board during the actual computer time. This frees the ACCC staff to continue to work with their clients.

Having access to the career center is an enormous asset to the PCC counselors, enriching the services they can deliver to their clients. At the same time, the services the ACCC can offer are enhanced by offering in-depth continuation of career options by a PCC counselor. Both centers profit immensely from the coordination of delivery of services to the public.

## **XI. RESEARCH**

Since the Adult Career Counseling Center opened in 1982, student counselors and counseling faculty have done research in the field of career development in the ongoing Life Career Patterns Project. Included in this year's report is a list of recent, current, and ongoing research.

### **A. Recent Research (1993-1994)**

#### **1. SEX ROLE ORIENTATION AND OCCUPATIONAL SELF-EFFICACY OF ADULT WOMEN**

**by: Amy Waldron and Jeff Davis**

Our research was initiated to expand the previous research done at the ACCC concerning the factors affecting women's career decision-making. It examined the relationship between women's sex role orientation and their perceived occupational self-efficacy in a variety of careers.

We utilized part of a theoretical model proposed by Gail Hackett and Nancy Betz (1981) in the research. Their theory states that women have lower career-related self-efficacy than men because women's sex role socialization limits their ability to make use of the four sources of self-efficacy. These four sources are: performance accomplishments, vicarious experiences, verbal persuasion, and emotional arousal.

Previous research looking at gender differences in career-related self-efficacy expectations have produced inconclusive results. Past studies have only used biology (man vs. woman) to study the differences which Hackett and Betz postulate are due to socialization differences. Therefore, we examined sex role orientation as a mediating variable between gender and levels of career-related self-efficacy. The instrument used to measure sex role orientation or sex role socialization was the Bem Sex Role Inventory developed by Sandra Bem. The other instrument used to determine levels of self-efficacy in traditional and non-traditional occupations was the Career Attitude Scale developed by Rhonda Bonet and Sue Stickel.

Our hypothesis states that there are significant differences between women with different sex role orientations (masculine, feminine, androgynous, undifferentiated) with respect to their self-efficacy in traditional and non-traditional occupations.

Although our hypothesis was not supported by the results, we did find significant results with sex-role orientation groups. By statistically collapsing the sex role orientation groups according to high feminine vs. low feminine sex -role orientation, we found that women with a high feminine sex role score had significantly higher self-efficacy scores in traditional occupations compared to low feminine scorers. Therefore, based on these results, women with a high feminine sex role orientation feel more efficacious or confident in traditional occupations (where 75% are held by women).

Our research contributes to the career population, namely, adult women between ages of 19 and 65. Further research using a random sample as well as a larger sample size could provide significant results of the original hypothesis. This study suggests to career counselors that female clients should be assisted in increased self awareness so as to refrain from limiting themselves to traditional occupations.

## **2. SURVEY OF UNIVERSITY-SUPPORTED COMMUNITY CAREER COUNSELING PROGRAMS IN MICHIGAN**

**by: Michele Terbrueggen and Jeff Davis**

We surveyed over 75 universities/community colleges to discover what career counseling services they provided to community adults. We obtained 52 responses, a 70% response rate. We asked them questions like: (1) Does your school have a career counseling center? (2) Do you offer these services to community adults, to students? (3) How are you funded? (4) What is the demographic profile of your average client? (5) How do you measure the effectiveness of your center? and (6) What assessment tools, techniques, and resources do you use?

We discovered that our center, the ACCC of Oakland University, is the only career counseling center in Michigan supported by an institution of higher education that *exclusively* serves community clients. In fact, based on other research we did, it is possible that the ACCC is the only center in the United States which is university-supported, serves community adults exclusively, and charges no fee for service.

The majority of these other sites served only students (98%) while about 58% served both students and adults. Of this 58%, almost half charge a fee to community adults for service, while around 98% were free to students. The vast majority of the sites used computer-assisted career guidance programs, paper and pencil assessments such as the CAI, MBTI, SII, etc., and provided workshops on job preparation, resume writing, and interviewing skills.

Only 60% of the sites surveyed kept demographic records of any kind, and approximately 50% had no formal procedure for measuring the effectiveness of their services.

We concluded that the university-based career counseling centers were providing valuable services. However, more sites need to obtain clear demographic records as well as use some type of formal evaluation procedure. The need to know WHO you are serving and HOW WELL you are serving them are primary concerns of any human service delivery system. Colleges are at a pivotal position to serve community adults under the provisions of the Re-employment Act of 1994. Our article examines how and why community colleges and universities are uniquely positioned to join national career development initiatives.



## B. Current Research (1994-95)

### OCCUPATIONAL SELF-EFFICACY, LOCUS OF CONTROL, AND OCCUPATIONAL BARRIERS OF ADULT FEMALES

by: Katherine Hoffman and Jennifer Quayhackx

This research was designed to examine all conceivable relationships among the variables of occupational self-efficacy, locus of control, and occupational barriers of non-traditional college age females who matriculated through our center.

In career development theory, Bandura's self-efficacy concept or the belief that a *particular* task can be performed is the impetus as to whether the behavior will actually be executed or not. Research has supported that females in general tend to feel less efficacious surrounding non-traditionally career oriented tasks which is the suggested reason as regards to the scarcity of females in non-traditional occupations. Hackett and Betz (1981) expanded Bandura's theory and added a corollary specific to women's career development. According to their model the reason why females in general tend to shy away from non-traditional fields is because their sex role socialization denies them access to the four sources of self-efficacy (Performance accomplishments, vicarious learning, emotional arousal, and encouragement) which would have been conducive towards entering and succeeding in non-traditional occupations.

We believe that this corollary is over generalized because it is not applicable to every female. Self-efficacy research needs to take the individual into consideration. Since Bandura's self-efficacy postulate was branched out of his social learning theory, it has environmental/operant conditioning facets to it. Therefore, we believe that how the tasks or environment is *perceived* in general may be a better synchronized correlation to occupational self-efficacy than sex-role socialization which is rather ambiguous. Individual perceptions of the environment and self agency were measured by using Rotter's Locus of Control Scale.

Secondly, we believe that the occupational self-efficacy construct needs to be more individualized and at the same time refined. Self-efficacy cannot exist in a vacuum. "Future research needs self-efficacy in relation to the environment" (Fouad, 1994). We believe the individual/environmental link is missing in the very 'vague' self-efficacy variable. In this same environmentally acknowledging vein, a barriers construct and ultimately an operationalized scale for the future is crucial when analyzing women's career development.

We believe that a woman while rating her occupational self-efficacy or competency for a particular occupation in which she is considering barriers and other relevant factors which cannot be readily explained by the four sources of self-efficacy are affecting her rating. The occupation is quite possibly viewed between the marriage of self, specifically where the agency lies, and the environment which ultimately affects the original rating of the task. We believe that how the female views the world in general and where the agency lies will affect how hindering these barriers are perceived which ultimately affects the original rating of the occupation.

### Three Hypotheses:

**Women with an internal locus of control will have higher occupational self-efficacy expectations in non-traditional fields than women with an external locus of control.**  
Not Significant

**Women with an internal locus of control will perceive themselves as having fewer external barriers than females with an external locus of control.**

\*Significant at level .05  
with respect to  
interpersonal abuse,  
career worries, and  
quantity of barriers list.

**Women who perceive themselves as having fewer external barriers will have higher self-efficacy expectations in non-traditional fields than women who do not.**  
\*Significant at level .05.

### Measured by:

Occupational Self-Efficacy

Career Attitude Scale

Locus of Control

Rotter's Locus of Control  
Scale

Occupational Barriers

Career Attitude and  
Strategy Inventory (CASI)

### OVERVIEW OF RESEARCH GOALS

1. Study a more relevant subject pool. Career research done on women in transition and non-traditional age females is impoverished.
2. Locus of control may be more relevant or synchronized to occupational self-efficacy than sex-role socialization of females. Looking at individual *perceptions* of the environment may provide a better correlational explanation than the mere fact of exposure to the four sources of self-efficacy or lack thereof.

3. The self-efficacy construct needs to be refined. It has yet to take into consideration environmental obstacles. Addressing the environment and specifically barriers is crucial when discussing women's career development.
4. The self-efficacy construct may be affected by the orchestration of self-agency and the environment.
5. Demonstrate a participatory research study involving subjects awareness into their own career development and specifically what is controllable and what is not by encouraging divergent thinking. Addressing the barriers of females, facilitating agency, and reframing obstacles as solutions may be our best option as we continue to strive to elucidate female career development.

### **C. Ongoing Research (1995-1996)**

#### **1. EFFECTIVENESS OF ACCC SERVICES AND CLIENT SATISFACTION WITH THEM**

**by: Jacquelyn Gilroy and Lisa Savage**

The purpose of this research is to find out how useful ACCC services have been to our former clients. We plan to do this by surveying clients from the past three years. Our goal is to find out what we can do to make our services as effective and efficient as possible. Questions that we plan to ask include:

1. -After people leave the ACCC, how satisfied were they with the career counseling? Very satisfied? Somewhat satisfied? Dissatisfied?
2. -What services were most beneficial to them? Discover? MOIS? SIGI PLUS? Talking to the counselor? Using the resources?
3. -What kind of extra services would have been helpful in meeting their career needs?
4. -What extra steps were taken after they left the center?
5. -How satisfied were they with their job? Very satisfied? Somewhat satisfied? Dissatisfied?
6. -Were they in a field that they liked?

#### **2. LOCUS OF CONTROL, CAREER DECISION MAKING SELF-EFFICACY, AND PERCEPTION OF EXTERNAL BARRIERS OF ADULT WOMEN**

**by: Jacquelyn Gilroy and Lisa Savage**

We plan to continue Kathy Hoffman and Jennifer Quayhackx's research which examined the relationship that a woman's career self-efficacy, her perception of external barriers, and her locus of control had on her career development. Hoffman and Quayhackx's study only had 27 subjects and we would like to obtain a high sample to further that research.

## **XII. PLANS FOR IMPROVING SERVICES OF THE ADULT CAREER COUNSELING CENTER**

Based on suggestions from the ACCC counselors, clients, and advisory board members, we plan to:

1. Increase in-service time for new center advisors. This should include knowledge of all computer programs, center resources and campus resources.
2. Revise the scheduling process to provide a variety of services to better meet center user's individual needs. This would include more in-depth interviews with potential center users.
3. Expand staffing sessions to include more advisor supervision and more reviews of career materials and techniques.
4. Hold more in-depth retreat sessions during the year to share ideas and suggestions.
5. Develop a more detailed brochure to clarify our services to potential center users and our referral sources.
6. Revise clerical procedures and receptionist protocols.
7. Expand outreach and public relations activities by presenting a description of our center and its services at conferences and meetings.
8. Investigate the possibility of establishing a satellite career center at the University Center in Macomb County.
9. Continue to involve an expanded ACCC Advisory Committee in ACCC planning and research.
10. Continue the research focus on adults in career transition, with emphasis on women, and strive for the publication and presentation of results at conferences.

**APPENDIX A**

**REPORT OF**

**THE PONTIAC ADULT CAREER COUNSELING CENTER**

## **REPORT OF THE PONTIAC ADULT CAREER COUNSELING CENTER**

This report is was written by Erin Kearns, an M.A. candidate in Oakland University's counseling program. She worked as a graduate assistant at this center during the 1994-95 academic year.

The Pontiac Adult Career Counseling Center (PACCC) is a unique example of a university and community college combining their resources for the good of the community. PACCC provides multifaceted career guidance services to community area adults. Individual career counseling is offered at the center and focuses on helping clients gain awareness of career information and opportunities, resume preparation, goal setting, decision making, interviewing skills, and referral information. The PACCC also provides career development support services to clients of community organizations, in either an individual or group format. The center's services are provided at no cost to clients, and are facilitated by two Oakland Community College licensed counselors and one graduate assistant from Oakland University's master's level counseling program. Counselors can utilize two computer guidance programs to help meet individual client's career development needs. DISCOVER for Colleges and Adults, and the Michigan Occupational Information System (MOIS) can be incorporated into career counseling sessions to help encourage self-awareness as it relates to career decision-making.

Currently in its fifth year of establishment, the PACCC continues to aspire to meet the needs of the community. The following overview will outline the highlights of the PACCC's activities during the past year.

PACCC provided career exoloration and planning opportunities to over 740 community adults. Approximately 173 of those clients were individual appointments served on-site, while 567 were served either on or off-site by workshops, presentations and job fairs. Additionally, representatives from various community organizations and businesses made on-site visits to the PACCC, including the Pontiac Michigan Employment Security Commission, Jobs 2000, and the Goodwill Center.

The PACCC Advisory Board, which consists of a local community agency and private business represeniatives, contributes innovative strategies to help the center prepare for the future and to reach members of the community. During the previous year, the PACCC Advisory Board made recommendations which have been successfully implemented during the present year. In particular, PACCC has been able to expand the services it provides through collaboration with agencies and programs housed in the Pontiac Center. Through the implementation of this recommendation, PACCC and the Pontiac Center are moving toward becoming a "one-stop-shopping center" in meeting the needs of members of the community. Collaboration efforts have been successful with three programs: The Center for Dislocated Workers (CDW), Work First, and Oakland Self-Employment Program (OSEP).

The CDW is one Jobs Training Partnership Act (JTPA) service provider from the Balance of Oakland County funds. Through various activities and packages, the purpose of CDW is to teach displaced employees the skills and abilities needed in order to obtain unsubsidized employment in growing or stable occupations. Qualified CDW students may participate in activities including job search assistance, on-the-job training, or skills training packages. Skills training packages include instruction in areas such as Business Information Systems, Heating and Cooling Maintenance, and Computerized Bookkeeping. PACCC and CDW have developed a working relationship during the past year in which referrals between the two organizations have been possible. During the CDW orientation, for example, a potential student may communicate concerns regarding a career development decision, resulting in a referral back to CDW for specific activities or package programs.

The Work First program goal is to assist the participants of the program, individuals currently receiving welfare assistance, in obtaining employment. Each recipient is required to secure work by the end of the four-week program time-frame. Typically, ten to fifteen individuals participate in each four-week program. PACCC involvement in the Work First program includes administration of career tests and assessments, as well as promoting the career development component with each student. The testing and assessment segment includes administration of the Tests of Adult Basic Education (TABE) to determine skill level in areas of reading and math; use of The Self-Directed Search to help students discover overall patterns of interests as related to career possibilities; and the Myers-Briggs Type Indicator to promote self-awareness. To encourage the career development process, PACCC utilizes the Individual Service Strategy with each student to determine skills, interests, and career goals.

The purpose of the Oakland Self-Employment Program (OSEP) is to assist individuals currently on welfare in starting a small business. Individuals selected for participation are community members from Pontiac and the surrounding area. Participants enter a nine-week training program which enables them to obtain the knowledge needed to start and maintain a successful small business. PACCC responsibility to this innovative program entails incorporation of a self-awareness component, interpretation of assessments, as well as workshop and training segments. Workshop sessions consisted of a self-esteem workshop to promote self-awareness as it relates to individual goals, and a stress-management workshop to encourage students to incorporate self-care during the process of owning a small business.



**APPENDIX B**

**AUXILIARY GRANT SUPPORTED SERVICES**

## A. ACADEMIC SERVICES AND GENERAL STUDIES CAREER RESOURCE CENTER

SIGI PLUS and DISCOVER for Colleges and Adults, the computer-assisted career guidance systems, have been in operation in the Academic Services and General Studies Career Resource Center (CRC) since March 1983. The development of the center has been enhanced since that time by the purchase of additional resources and furniture as well the assistance of student personnel. Consistent usage of the Career Resource Center and positive response from students indicate the services are fulfilling students' needs.

The CRC and the computer-aided guidance systems are comprehensively advertised through regular publications, referral sources, classes, and numerous outreach presentations. The Career Counseling and Information Resources (Pillars) brochure, the university catalogue, the schedule of classes, and a career planning brochure sent to new freshmen from the Vice President's office are all regular publications that carry a segment highlighting the services available in the CRC. Further, letters to special populations such as undecided students, re-admitted students, and probationary students are sent out fall and winter semesters. These letters list a variety of support services and special career exploration programs available in the CRC and campus-wide.

Presentations regarding career exploration and the CRC are made to groups of high school seniors, students in residence halls, freshman seminars, student life scholars, as well as new students at orientation. In addition, presentations are made to certain classes each semester as to the development and usage of the center. These classes may have assignments that require in-depth usage and evaluation of the center's resources including the computer-aided systems. The courses that consistently utilized the center's services are listed below:

RHT 160	Composition II for Undecided Students
HRD 264	Educational and Career Exploration
HRD 364	Career Development
CNS 640	Career Development Theory and Practice

As anticipated, usage of SIGI PLUS and DISCOVER for Colleges and Adults has remained constant over the years. This past academic year has experienced another increase in the use of both systems. Comparisons can be seen below of the number of users.

	<u>1992 - 1993</u>	<u>1993 - 1994</u>	<u>1994 - 1995</u>
<b>SIGI PLUS</b>	305	385	407
<b>DISCOVER</b>	291	365	394

A week by week evaluation reflects the ebb and flow of the academic calendar. Semester breaks, finals, and the beginnings and ends of semesters alter the number of students who use the system with peak usage in the months of October, November and March. During the Spring and Summer sessions usage drops by half as these sessions are not full semesters and most Oakland students do not attend.

During the 1994-1995 academic year, coverage of the CRC was provided by undergraduate students completing fieldwork in the Human Resource Development program. These assistants certainly contributed to the operation by providing peer assistance that can be reassuring to the student using the system for the first time.

In general, user response has been overwhelmingly positive. Students maintain that the systems are fun and easy to use, provide useful and abundant information, provide options, and give suggestions on where to go for further information. Appointments are generally available within a week, with peak periods causing some 8-14 day delays.

## **B. CONTINUUM CENTER AND THE ACCC**

The Continuum Center is greatly appreciative of the services provided by the Adult Career Counseling Center. We refer some of our individual career counseling clients to the Center to use the Michigan Occupational Information System, SIGI PLUS and DISCOVER for Colleges and Adults. Participants in our group "Career Building" program are also referred to the Center and some of them take advantage of that opportunity.

The Continuum Center is a multi-faceted adult counseling and training center. Our current activities include providing career assessment, career development, and job search counseling to adults who come to our center and to adults within the context of their work site. For the past six years we have provided such services to the union-represented employees of AT&T through the Alliance, a joint union/management program. We have also provided similar services to employees of the Ford Motor Company, General Motors and other businesses.

Continuum Center personnel are also partners in the National Career Development Training Institute which provides training to career development practitioners.

Our plans for the future include continuing to provide these services, both at Oakland and at the sites of businesses, industries and other organizations. We plan to continue to refer clients to the Adult Career Counseling Center and appreciate similar appropriate referrals from the Center.



# OAKLAND UNIVERSITY

Rochester, Michigan

## Career Counseling and Information Resources

Oakland University sponsors many career counseling and information programs for the citizens of the community and students it serves. These programs are designed to complement one another and, taken together, they respond to most of the occupational and career issues that concern students and community members. Each of these services offers a unique emphasis, such as job hunting skills preparation, assessment of interests and abilities or information about different kinds of jobs.

These programs present a rich offering of professional assistance for the person struggling with career decisions or confusion about future plans. However, this variety of services means that you, as a prospective client, must be careful to choose the service that will best meet your needs. This brochure is intended to help you in this selection process. Read it carefully and be certain to note the kind of services each setting provides, whom these programs are directed toward (community members, students, alumni), what fees are involved and when these services are available. This kind of thoughtful reading will help you to narrow your choice. If you are still unsure, get in touch with the service that seems most appropriate and explain to the staff person what you are looking for. That person will direct you to the proper setting.

Oakland University desires to enhance the quality of life for people of the community by sharing its educational resources and services with them. The professional services described here are one expression of this commitment.

# ADULT CAREER COUNSELING CENTER

## Eligible Clients

The Adult Career Counseling Center services adults in the community who are considering career transitions, assessing their strengths, interests and potentials and discussing possible career options. The ACCC does not, however, provide an employment service.

## Services

1. Adults schedule appointment(s) to meet with an ACCC coordinator for an intake interview and orientation to a computer-assisted system, to work on that system, and discuss the results of this process with the coordinator.
2. Computer-assisted career guidance systems SIGI PLUS and Discover for Adults are available at the ACCC. These systems aid adults in reviewing their interests, skills and work-related values; possible occupational fields; education and training opportunities; and pre-employment skills.
3. The Michigan Occupational Information System (MOIS) on computer and additional career resources are available for use.
4. Referral information about the other career counseling and training programs is available.

## Appointments

Adults may sign up for appointments at the center by calling 370-3092 or by stopping by the ACCC in person.

## Hours

The ACCC is open days and evenings Monday through Friday and on Saturday mornings. Hours change during the summer and holidays. Call 370-3092 to check on the schedule.

## Fees

No fee is charged for the services of the ACCC.

## Location

The Adult Career Counseling Center office is located in Room 143 O'Dowd Hall.

# CAREER TESTING AND COUNSELING CENTER

## Eligible Clients

Career Testing and Counseling Center services are available to community members and Oakland University students. Clients range in age from 16 (high school juniors) to 65. When high school students use these services, career planning guidance is provided to their parents as part to the counseling process.

## Service

By means of an extensive battery of tests and a series of counseling sessions, clients are provided an opportunity for an in-depth exploration of career questions, career goals and plans for realizing these goals. Many printed materials, including the Michigan Occupational Information System(MOIS), are used as aids in this process. Specific services include:

1. Career counseling for adults and adolescents
2. Interest, ability and personal-style testing
3. Educational and career planning
4. Re-entry counseling (work and education)
5. Career development

Other services, in addition to the career-oriented ones, are offered at the Psychology Clinic. These include psychotherapy and personal counseling (adults, children, adolescents, families, couples and parents), psychological testing and consultation and specialized services for people suffering from loss and trauma experiences.

## Appointments

Individuals seeking information may call 370-3465. Monday through Friday, from 8 a.m. to 5 p.m. Requests for appointments may be made through the clinic's secretary, either by phone or in person.

## Hours

Monday, Tuesday, Thursday	8 a.m. - 8 p.m.
Wednesday	8 a.m. - 9 p.m.
Friday	8 a.m. - 5 p.m.
Saturday	9 a.m. - 1 p.m.

These hours change during the summer and holidays. Call 370-3465 to check on the schedule.

## Fees

Community members are assessed according to a sliding fee scale, based on family income, as are part-time students. For full-time Oakland University undergraduate and graduate students there is a minimal student fee.

## Location

This program is part of the Psychology Clinic, located in the east wing of the Graham Health Center.

# CONTINUUM CENTER

## Eligible Clients

The Continuum Center serves men and women of all ages through its mission to "Empower Individuals to Meet the Challenges of a Changing World." Most of its clients are often at a turning point in their lives — seeking work, changing careers, dealing with a divorce, planning retirement, or other personal or professional issues.

## Services

The Continuum Center provides career counseling in either a group or an individual format. Individual career counseling is provided by a certified counselor meeting the professional standards set by the National Career Development Association. These services assist the client in the assessment of interests, values and transferable skills as well as in the setting of career goals and plans for attaining them. Other career related services include workshops in resume writing, job interviews, job hunting and image consulting.

Besides the career counseling services, the Continuum Center provides personal and professional development workshops and group leader training. Special programs focus on communication skills, self-esteem, personal growth, and change and transition.

## Appointments

All counseling sessions and consultations are scheduled by appointment. Workshops are regularly scheduled and listed in a brochure printed three times yearly. To request a brochure or schedule an appointment, call 370-3033.

## Hours

The center is open from 8 a.m. to 5 p.m. Monday through Friday with evening appointments available until 8 p.m. Appointments must be made during daytime hours. Workshops are scheduled mostly in the evening and on Saturday. Call 370-3033 to check on the schedule.

## Fees

Counseling and consultation fees are assessed according to a sliding fee scale based on family income. There are set fees for workshop programs. Partial scholarships are occasionally available for the workshops. Oakland University students and staff may qualify for special discounts.

## Location

Counseling appointments are held at the Continuum Center offices in South Foundation Hall. Workshops are held on Oakland University's campus or at various locations in the tri-county area.



# DEPARTMENT OF ACADEMIC SERVICES AND GENERAL STUDIES

## Eligible Clients

The services provided by the Department of Academic Services and General Studies are primarily intended for Oakland University Students, particularly freshmen and sophomores. However, community adults who are interested in career advising as it relates to educational programs at Oakland University also may contact this office.

## Services

This office provides academic and career advising to students who are undecided in their major as well as those persons seeking the Bachelor of General Studies (BGS) degree. Students may engage in career exploration activities independently or with the assistance of a counselor. The office also serves as a referral source for the many services, departments and advisors throughout the campus.

## Career Resource Center

The Career Resource Center (CRC) is located in the Academic Services and General Studies Department. It is available to students who wish to explore careers and majors. Two computer-assisted career guidance systems (SIGI PLUS and Discover) may be utilized on the CRC. In addition, a wide variety of written materials may be accessed. (The Strong Interest Inventory is provided for a nominal fee.) Students may attend various academic and career exploration programs, or seek individual career advising with a career counselor in the department.

## Appointments

Appointments may be made by telephoning 370-3227 or by coming to the office in person. Students who have questions or concerns that they would like to discuss with a counselor may also come for walk-in advising on Monday afternoons from 1:00 p.m. - 4:00 p.m.

## Hours

Monday - Friday 8:00 a.m. - 5:00 p.m. Evening hours by appointment.

## Fees

There are no fees for any of the services with the exception of a minimal charge for the interest inventory to cover the cost of the scoring and mailing.

## Location

The Department of Academic Services and General Studies and the Career Resource Center are located in 121 North Foundation Hall.

## OAKLAND UNIVERSITY LIBRARY

## Eligible Clients

Oakland University's Kresge Library reference service and collections are available to faculty, staff, students and community members. However, circulation of materials is limited to the Oakland community including members of the Alumni Association and guest-card holders.

## Services

The library contains a large collection of career-related materials. These include books on how to write resumes and cover letters; information on job-hunting skills and procedures; and extensive materials that describe many kinds of careers, occupations, training programs and internships. Another library collection includes several directories that identify manufacturers, businesses, agencies and educational settings. Also on hand at the library are telephone books of 100 major cities and most Michigan cities as well as recent annual reports from the top 500 companies in the United States.

Assistance is available in the library to help individuals locate needed information.

## Library Hours

Monday - Thursday	7:45 a.m. - 11:30 p.m.
Friday	7:45 a.m. - 8:00 p.m.
Saturday	9:00 a.m. - 8:00 p.m.
Sunday	Noon - 11:30 p.m.

## Reference Hours

Monday - Thursday	8:00 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 5:00 p.m.
Saturday	10:00 a.m. - 5:00 p.m.
Sunday	Noon - 7:00 p.m.

These hours change during the Spring and Summer sessions and on Holidays. Call 370-2492 to check on the schedule.

## Appointments and Fees

Most library services are available on a walk-in basis and there is no charge. Computer Search Services, however, is by appointment and there is a fee for the service. Photo copying machines are available in the library at the cost of 10 cents a page.

## Locations

1. Kresge Library Building
2. Performing Arts Library in Varner Hall (Please call 370-2134 for hours and services)

## PLACEMENT AND CAREER SERVICES

## Eligible Clients

These services are available only to Oakland University students and alumni. However, staff members are available to community groups and organizations for consultation on career-related issues.

## Placement

Individual placement advising and career information concerning full-time career positions are available to students and alumni. A computerized tutorial resume packet is available for a \$25 service charge.

Additional assistance and placement registration is available to advanced students who are seeking career-related, part-time and seasonal work experience. Staff members conduct special seminars to assist all students in developing job search skills. Frequent job fairs and career information programs are also sponsored by this office. Other placement services include opportunities for graduating students and alumni to interview with employer representatives on campus, maintenance and referral of resumes and credential files for graduates and the publication of a bi-weekly jobs bulletin. Additionally, the department maintains an extensive library for the display and dissemination of employers' literature; videocassettes; job postings; career information; job search information; graduate/professional school testing applications; and career-related publications and magazines.

## Co-op Education Program

In addition to its placement services, this office coordinates the Cooperative Education (work experience) program for students in the School of Business Administration, the School of Engineering and Computer Science and other selected academic areas.

## OU Internship Program

Placement and Career Services also organizes and directs the Oakland University Student Internship Program to provide paid internships in government agencies.

## Appointments

Students and alumni can sign up for appointments by stopping at the office or by calling 370-3250. A walk-in advisor is available on Monday - Thursday afternoons, 1:15 to 4:30 p.m., to answer questions on a walk-in (or call-in) basis.

## Hours

Monday - Friday	8:00 a.m. - 12 noon
	1:00 p.m. - 5:00 p.m.
Wednesday evening	5:00 p.m. - 6:30 p.m.
	(September - April)

Holiday hours could vary. Call 370-3250 to check on the schedule.

## Fees

There is a \$25 service charge to register with placement and minimal fees for sending credentials and subscribing to *Job Post* (job vacancy bulletin).

## Location

Placement and Career Services is located in Room 275 Vandenberg Hall (West).

# PRACTICUM COUNSELING CENTER

## Eligible Clients

The Practicum Counseling Center (PCC) offers career and personal counseling services to both Oakland University students and members of the surrounding communities.

## Services

Professional counseling services are available for a variety of issues such as: time management, test anxiety, depression, adjustment disorders, mid-life transition, grief, career search, separation from parents, low self-esteem, anxiety and many other topics. Individuals are matched with counselors who will work with them for one (50 minute) counseling session per week for approximately for five to 10 weeks. The PCC is an instructional center for graduate students in their final training as counselors. Consequently, sessions are videotaped for the purpose of supervision by the counselor's professor. **ALL TAPES ARE HELD IN STRICT CONFIDENCE AND ARE COMPLETELY ERASED AT THE END OF EACH SEMESTER.** Clients sign a release form for video-taping at the first counseling session.

## Appointments

Phone for an appointment at 370-4187 or 370-4176.

## Hours

The Practicum Counseling Center is open most weekdays from 9 a.m. - 9 p.m. to accommodate client's schedules. Because it operates on an academic calendar year, appointments are only available fall (September - December) and winter (January - April) semesters.

## Fees

There are no fees charged for services.

## Location

The center is located in the lower level of O'Dowd Hall. The office is in 141 O'Dowd Hall.

# ACADEMIC DEPARTMENTS

Individual departments often offer students a good source of information on careers associated with their majors. Each department has an individual who serves as chief advisor. Generally, this person or his/her designated associate focuses as a source of information on career training and employment opportunities. This is particularly true in instances where advanced training is involved.

In some instances, departments maintain information on careers directly related to their specific major. Students may contact those departments in which they have a particular interest in order to identify an advisor or simply to discuss options.

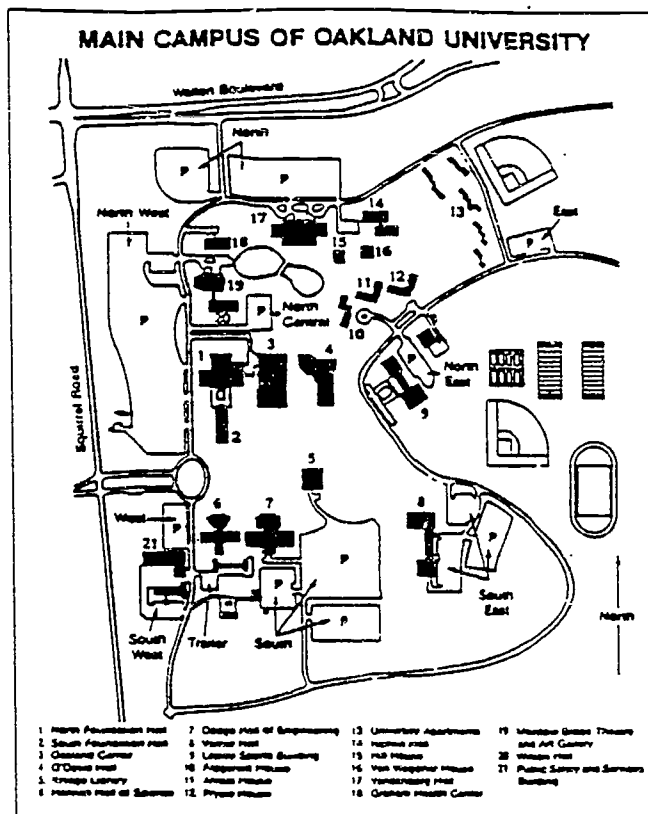
To locate a particular department, please call the university's general information number 370-2100.

*Oakland University is an equal opportunity and affirmative action institution.  
Note: Our new area code is 310.*



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Rochester, Michigan



# PONTIAC ADULT CAREER COUNSELING CENTER

## Eligible Clients

The Pontiac Adult Career Counseling Center (PACCC) offers career guidance services to members of the surrounding communities at no charge. The PACCC is not a job placement service.

## Services

1. The PACCC is a facility established by Oakland Community College and Oakland University to serve adults who are:
  - considering career changes
  - interested in assessing their strengths and potentials
  - reviewing possible career options
2. After an initial interview with a PACCC counselor, adults will develop an individualized plan to use the center services. The PACCC offers DISCOVER for Adults — a computer assisted guidance program — and the Michigan Occupational Information Systems (MOIS). Other career assessments are also available.
3. These programs, along with counselor assistance, aid clients to:
  - clarify education and training options
  - gather career information
  - develop action plans to attain desired goals
4. Referral information about other career counseling and training programs is available.

## Appointments

For appointments and information, call (810) 340-6793.

## Hours

PACCC hours are by appointment only.

## Fees

No fees are charged for the services of the PACCC, except for the use of some assessment instruments and extraordinary services provided under contract.

## Location

The PACCC is located at Oakland Community College in the Pontiac Center. The address is 17 S. Saginaw in Pontiac.